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ABSTRACT

This report presents the results of a study to determine the personnel development needs of teachers in vocational-technical education; to identify these needs in terms of competencies and instructional areas; to determine to what extent presently offered university courses are related to these specific competency needs; and to survey recent vocational-technical graduates in three teaching areas to determine what percent are teaching in the teaching field for which they prepared; teaching in an allied teaching field; or presently are employed in another occupation. The research project produced a matrix of personnel development needs by areas and competency clusters and a matrix of university course offerings (by clusters) and specific competencies. A follow-up study of 1,921 recent vocational-technical graduates in agriculture, home economics, and distributive education indicated that a significant number of graduates who are teaching are not teaching in an area related to their major field. The appendix includes the form letters and survey instruments used in the study. (Author)

ED 087905

STUDY OF NEEDS FOR VOCATIONAL-TECHNICAL PROFESSIONAL PERSONNEL DEVELOPMENT IN TEXAS

FINAL REPORT

Submitted to

The Division of Occupational Research and Development

Department of Occupational and Technical Education

Texas Education Agency

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ABSTRACT

This report presents the results of a study to determine the personnel development needs of teachers in vocational-technical education; to identify these needs in terms of competencies and instructional areas; to determine to what extent presently offered university courses are related to these specific competency needs; and to survey recent vocational-technical graduates in three teaching areas to determine what percent are teaching in the teaching field for which they prepared; teaching in an allied teaching field; or presently are employed in another occupation.

The research project produced a matrix of personnel development needs by areas and competency clusters and a matrix of university course offerings (by clusters) and specific competencies. These data should prove very useful for planning and general decision making. Also collected were follow-up data on recent vocational-technical graduates in three areas of study. The results of this follow-up study along with the matrix data are presented in the body of this report.

PREFACE

A study such as the one described in this document could not have been done without the cooperation of many individuals and groups. One group which provided invaluable assistance was the Project Advisory Council. This group included Mr. T. E. Bullard, Grayson County Community College; Mr. Claude Owens, Dallas County Community College; Mr. J. B. Simmons, Henderson County Community College: and Mr. Henry Chitsey, Tarrant County Community College.

The staff of the Division of Occupational Research and Development, Department of Occupational and Technical Education, Texas Education Agency, provided invaluable assistance. These staff members included Mr. Bill Lovelace, Mr. Ray Barber, and Mr. Oscar Millican.

The project director is also indebted to the many vocational-technical directors, teacher-trainers, and recent vocational-technical graduates who assisted by providing the information presented in this report. It was their cooperation and support that made this project meaningful.

Finally, the project could not have been conducted without the assistance of consultants for the project, which included Dr. E. V. Huffstutler, Professor of Educational Administration, and Dr. Earl L. McCallon, Associate Professor of Educational Research, North Texas State University. Also important to the project was the work of Mr. Jack Foreman and Mr. Glen French who assisted with the interviewing phase of the study.

INTRODUCTION

In October, 1972, the Texas State Advisory Council for Technical-Vocational Education recommended the establishment of a consortium of vocational teacher education institutions in order to make professional development activities for vocational-technical personnel readily available and as convenient to the majority as possible. This recommendation was accepted by the State Board which also at an earlier time had stated that all teacher education programs would become performance-based. Concomitant with these actions, the Professional Development Committee of the Advisory Council for Technical-Vocational Education in Texas unanimously approved a recommendation for a study of Texas institutional resources which could be utilized to meet the needs in Professional Personnel Development for Vocational-Technical Teachers.

Within this context, the study reported in this document was undertaken. Specifically, the study sought to provide the necessary research data to carry out these actions of the State Board and the recommendations of the Advisory Council. To accomplish this, surveys were undertaken to (1) determine the content of existing professional development programs and activities for vocational-technical personnel; (2) project needs for the development of such personnel; (3) define institutional responsibilities for vocational-technical personnel development; and (4) make a follow-up study of selected participants who have completed vocational-technical teacher education preparation programs for the past two years.

PLANNING, INSTRUMENTATION, AND MANAGEMENT CONSIDERATIONS

The project consisted of three phases which incorporated the development, printing, distribution, collection, processing, analysis, and reporting functions. These activities spanned seven months.

Phase I: (February 1, 1973 through March 15, 1973)

A task force composed of members from the Advisory Council for Technical-Vocational Education in Texas, the Department of Occupational Education and Technology, Texas Education Agency, EPD Consortium D Coordinator, and the two employed researchers developed instruments for the collection of data. The task force determined the populations to be surveyed and the input for the instruments. The instruments consisted of competencies determined to be common to both secondary and post-secondary vocational-technical teachers as identified by a recently completed research project entitled A Search for Common and Unique Teaching Skills and Knowledge in Occupational Education and Technology at the Secondary and Post-Secondary Level, Division of Occupational Research and Development, Department of Occupational and Technical Education, Texas Education Agency, 1972.

Phase II: (March 15, 1973 through May 15, 1973)

The resulting instruments were utilized with 2,202 participants. One instrument consisted of a survey form for local administrators to determine the number of teachers under the supervision of the administrator that could benefit from instruction in specific competency clusters. These teachers were identified by major area (i.e., agricultural teachers, homemaking teachers, etc.). A second instrument consisted of a questionnaire to teacher trainers. Competencies were categorized with respect to courses where the specific competencies are developed. The effect produced was a matrix of competencies and courses.

A third instrument developed was a follow-up form for recent graduates of Texas institutions to determine present status. This instrument afforded

follow-up data which is reported in this document.

The secondary and post-secondary vocational directors surveyed totaled 166. They consisted of 133 secondary vocational directors (or vocational supervisors) and 33 post-secondary directors. Of these, 116 secondary vocational directors (87.2 percent) and 31 post-secondary directors (93.9 percent) returned the survey form.

The teacher trainer population consisted of 116. Of these, six did not return the form (5.1 percent); and 29 (25.0 percent) reported they did not teach vocational-technical courses. An additional ten (11.6 percent) reported they were chairmen of departments and/or special program directors and did not teach vocational-technical courses. The results were 71 (58.3 percent) usable responses. Interviews were conducted with 23 of these teacher trainers as a further validation of the instrument. These results were incorporated into the data obtained from other respondents.

The follow-up questionnaire involved 1,921 graduates. Of these, 114 (5.9 percent) were returned marked "address unknown" and 13 (0.7 percent) addresses were unknown at the university and could not be surveyed. Thus 1,794 responses were obtained.

Phase III: (May 15, 1973 through June 30, 1973)

The completed survey instruments were processed and summary data compiled during this period. From these data the final report was written. All work was done in close cooperation with the Executive Director of the Advisory Council for Technical-Vocational Education in Texas and appropriate staff members of the Department of Occupational Education and Technology, Texas Education Agency.

PRESENTATION OF DATA OBTAINED FROM SECONDARY AND POST-SECONDARY VOCATIONAL-TECHNICAL DIRECTORS

The results of the survey of secondary vocational directors which represents the first major thrust of the research project are presented in Table I. The number of teachers whom they feel can benefit from professional development by competency cluster and position is presented. The totals across positions are presented on Page 3 of the three-page table. The information presented in this table should prove highly beneficial. For example, it can be noted that a total of 2,893 teachers were reported to be at a point in professional development where assistance in the competency dimension, Instruction - Planning, would be beneficial. Considered across areas, this same competency dimension reflects the largest number of teachers who are in need of professional staff development are in the areas of homemaking teachers and trade and industrial teachers. Thus, overall these data reflect by competency dimension where the most crucial needs are in vocational-technical teacher professional development.

Table II reflects similar data for post-secondary vocational-technical teachers as perceived by post-secondary directors. Presented are numbers of teachers by areas who need assistance in specific competency dimensions. Totals across all areas are presented on the last page of the three-page table.

As in the case of secondary vocational-technical teachers, a substantial need for professional development exists in each competency dimension. Numbers of teachers for whom the need exists varies greatly across areas. For example, in the competency dimension, Instruction - Planning, the number of teachers ranges from a reported two who need training in the area of adult home economics teachers to a substantial number in the areas of health occupation teachers and trade and industrial teachers. Across all areas in the Instruction - Planning dimension the number of teachers needing assistance was 1,690.

The information presented in Tables I and II are important in that they identify specifically the instructional needs and specific numbers of teachers in need. Furthermore, these matrices present analyses by vocational-technical areas which afford more information for planning developmental work.

TABLE I

SECONDARY
VOCATIONAL-TECHNICAL TEACHERS
WHO CAN BENEFIT FROM PROFESSIONAL
DEVELOPMENT BY POSITIONS

MAJOR AREA OF COMPETENCY	Agriculture Teachers	Homemaking Teachers (useful)	Distributive Education Teachers	Health Occupation Teachers	Office Occupation Teachers	Trade & Industrial Teachers	Homemaking Coop-Teachers
Instruction - Planning	141	660	210	47	213	711	84
Instruction - Execution	141	608	194	44	194	662	74
Program Planning, Development, and Evaluation	153	640	194	44	197	698	79
Guidance	152	629	188	43	200	700	78
Management	149	578	198	44	203	692	80
Instruction - Evaluation	150	578	200	44	205	709	85
School-Community Relations	133	552	183	43	193	650	84
Professional Role and Development	140	645	192	42	184	685	79

TABLE I

SECONDARY
VOCATIONAL-TECHNICAL TEACHERS
WHO CAN BENEFIT FROM PROFESSIONAL
DEVELOPMENT BY POSITIONS

(Continued)

MAJOR AREA OF COMPETENCY	Adult Home Economics Teachers	Home Economics Pre-Employment Lab Teachers	Technical Education Teachers	Trade & Industrial Teachers for the Disadvantaged	Distributive Pre-Employment Lab Teachers	Vocational Teachers for Handicapped	Occupational Orientation Teachers
Instruction - Planning	65	33	17	181	15	67	81
Instruction - Execution	45	21	15	177	12	65	70
Program Planning, Development, and Evaluation	57	25	16	154	16	62	73
Guidance	68	27	19	151	20	63	74
Management	57	27	19	169	15	73	72
Instruction - Evaluation	54	29	18	185	14	69	75
School-Community Relations	55	27	16	173	14	67	71
Professional Role and Development	54	27	21	169	14	65	74

TABLE I

SECONDARY
VOCATIONAL-TECHNICAL TEACHERS
WHO CAN BENEFIT FROM PROFESSIONAL
DEVELOPMENT BY POSITIONS

(Continued)

MAJOR AREA OF COMPETENCY	Allied Health Pre-Employment Lab Teachers	C.V.A.E. Agriculture Pre-Employment Teachers	Adult Vocational Education Teachers	Manpower Instructors	C.V.A.E. Home Economics Teachers	C.V.A.E. Office Education	TOTAL
Instruction - Planning	6	9	189	67	67	30	2,893
Instruction - Execution	4	3	174	51	66	33	2,653
Program Planning, Development, and Evaluation	3	4	141	67	55	34	2,712
Guidance	3	5	143	67	57	34	2,721
Management	5	8	138	67	67	30	2,691
Instruction - Evaluation	5	8	150	69	70	30	2,747
School-Community Relations	5	8	134	69	62	29	2,568
Professional Role and Development	4	4	160	69	68	33	2,729

TABLE II

POST-SECONDARY
VOCATIONAL-TECHNICAL TEACHERS
WHO CAN BENEFIT FROM PROFESSIONAL
DEVELOPMENT BY POSITIONS

MAJOR AREA OF COMPETENCY	Agriculture Teachers	Homemaking Teachers (useful)	Mid-Management Teachers	Health Occupation Teachers	Office Occupation Teachers
Instruction - Planning	16	3	57	240	229
Instruction - Execution	16	2	60	237	231
Program Planning, Development, and Evaluation	13	3	46	193	227
Guidance	17	3	55	212	221
Management	13	4	46	178	207
Instruction - Evaluation	17	2	57	237	227
School-Community Relations	17	2	59	207	210
Professional Role and Development	13	3	60	222	218

TABLE II

POST-SECONDARY
VOCATIONAL-TECHNICAL TEACHERS
WHO CAN BENEFIT FROM PROFESSIONAL
DEVELOPMENT BY POSITIONS

(Continued)

MAJOR AREA OF COMPETENCY	Trade & Industrial Teachers	Adult Home Economics Teachers	Technical Education Teachers	Occupational Teachers for Disadvantaged	Distributive Pre-Employment Lab Teachers
Instruction - Planning	467	2	237	42	65
Instruction - Execution	464	2	226	48	63
Program Planning, Development, and Evaluation	370	1	168	43	64
Guidance	427	2	227	50	63
Management	388	1	160	34	64
Instruction - Evaluation	476	2	229	43	65
School-Community Relations	479	2	238	43	63
Professional Role and Development	425	2	198	48	61

TABLE II

POST-SECONDARY
VOCATIONAL-TECHNICAL TEACHERS
WHO CAN BENEFIT FROM PROFESSIONAL
DEVELOPMENT BY POSITIONS

(Continued)

MAJOR AREA OF COMPETENCY	Vocational Teachers for Handicapped	Allied Health Pre-Employment Lab Teachers	Adult Vocational Education Teachers	Manpower Instructors	TOTAL
Instruction - Planning	3	9	311	9	1,690
Instruction - Execution	3	8	296	7	1,663
Program Planning, Development, and Evaluation	5	9	301	7	1,450
Guidance	3	9	217	8	1,514
Management	4	9	299	6	1,413
Instruction - Evaluation	10	9	319	8	1,701
School-Community Relations	11	8	318	5	1,662
Professional Role and Development	5	9	293	8	1,565

PRESENTATION OF DATA OBTAINED FROM TEACHER TRAINERS

A second major thrust of the research effort was to survey universities to determine university course offerings that develop specific performance elements. Specific performance elements grouped according to major categories (i.e., Instruction - Planning; Instruction - Execution; Instruction - Evaluation; etc.) were presented to teacher trainers in the universities. These competencies were correlated, in matrix form, with specific course offerings. Course offerings were grouped into 12 areas which are presented in Table III.

Seventy-one (71) teacher trainers responded to the survey form. These respondents taught from one to seven courses. Twenty-three (23) responses were obtained from interviews (using the same survey instrument) as a further check on the validity of the instrument. Interviews were conducted with four trades and industry - health occupation teachers, two distributive education teachers, seven homemaking teachers, seven agricultural teachers, and three teachers of administration and supervision.

Table III presents the resulting matrix of data. The table can be used as a guide for locating where specific competencies are taught. For example, instruction to develop competency in "directing simulation activities" (Element # 2, Instruction - Execution, Table III) reflects that this competency is generally developed in methods and media courses and in the student teaching experience as well as selected courses unique to the specific area. A second example is "describing the occupational standards of performance for each task in an occupation" (Element # 5, Program Planning, Development, and Evaluation, Table III). This competency is apparently developed most often in student teaching and history and principles courses.

Thus this table provides highly useful information regarding university course offerings and their relationship to specific competencies considered important for vocational-technical teachers. Judgments of a more global nature

concerning the extent to which instruction for specific competencies is presently being offered can also be made. These judgments would, of course, reflect one's relative feelings about the extent to which university courses should or should not teach toward a specific competency or cluster of competencies.

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

INSTRUCTION - PLANNING Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
1. make a job analysis for determination of instructional content in the course taught.	14	14	7	1	5	1
2. sequence performance goals (objectives) for a course.	20	18	12	6	5	1
3. identify the unit topics for a course.	19	18	11	6	5	1
4. determine objectives for a unit.	15	20	12	6	3	1
5. identify lesson topics for a unit.	19	18	10	6	3	1
6. develop a course syllabus.	14	15	11	8	4	1
7. develop a course of study.	14	13	9	5	4	1
8. correlate unit content with on-the-job and/or laboratory experiences.	19	13	7	7	4	1

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - PLANNING Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
1. make a job analysis for determination of instructional content in the course taught.	2	2	15	3	4	16
2. sequence performance goals (objectives) for a course.	1	3	17	3	6	22
3. identify the unit topics for a course.	1	8	18	4	3	23
4. determine objectives for a unit.	1	2	18	4	3	18
5. identify lesson topics for a unit.	1	8	17	4	2	17
6. develop a course syllabus.	1	4	17	4	4	18
7. develop a course of study.	1	2	18	3	4	14
8. correlate unit content with on-the-job and/or laboratory experiences.	2	6	16	5	4	14

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - PLANNING Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
9. determine group and individual learning experiences for the unit based on individual differences of students.	23	23	9	4	3	2
10. select methods of evaluating students' performance throughout a unit.	23	25	10	7	3	2
11. identify the specific objectives for a lesson.	24	22	11	3	4	2
12. select teaching techniques for a lesson.	24	24	11	3	2	1
13. prepare information sheets for student use.	17	22	10	7	3	1
14. plan student learning experiences for a lesson.	23	23	11	3	3	1
15. prepare a lesson plan.	23	22	11	3	3	1
16. prepare job sheets for student use.	13	16	2	3	3	1

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - PLANNING Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
9. determine group and individual learning experiences for the unit based on individual differences of students.	3	4	13	5	1	18
10. select methods of evaluating students' performance throughout a unit.	3	5	14	5	3	18
11. identify the specific objectives for a lesson.	1	8	14	1	3	20
12. select teaching techniques for a lesson.	3	5	11	4	3	20
13. prepare information sheets for student use.	3	8	10	4	6	21
14. plan student learning experiences for a lesson.	2	6	11	4	4	15
15. prepare a lesson plan.	1	8	13	4	3	15
16. prepare job sheets for student use.	1	5	11	2	2	7

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - PLANNING Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
17. prepare assignment sheets for student use.	16	20	7	3	3	1
18. select methods of evaluating students' attainment of lesson objectives.	22	23	9	6	3	1
19. obtain textbook, reference, and other instructional material.	19	22	12	6	5	1
20. develop original instructional materials such as individualized related assignment sheets, transparencies, and charts.	18	24	11	6	2	1
21. select tools and equipment for a lesson.	22	23	8	3	4	1
22. assemble consumable supplies for instructional purposes.	18	23	7	6	1	1
INSTRUCTION - EXECUTION						
1. conduct field trips.	17	24	6	4	1	2

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - PLANNING Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Anslysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
17. prepare assignment sheets for student use.	2	8	11	4	1	12
18. select methods of evaluating students' attainment of lesson objectives.	1	6	11	4	3	15
19. obtain textbook, reference, and other instructional material.	4	9	14	4	7	26
20. develop original instructional materials such as individualized related assignment sheets, transparencies, and charts.	1	8	13	5	6	25
21. select tools and equipment for a lesson.	1	6	11	5	4	22
22. assemble consumable supplies for instructional purposes.	4	8	11	5	5	19
INSTRUCTION - EXECUTION						
1. conduct field trips.	5	2	4	5	5	16

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - EXECUTION Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
2. direct simulated activities.	23	21	8	6	1	1
3. conduct group supervised study.	23	23	7	1	2	1
4. direct students in applying problem-solving techniques.	25	26	8	6	1	1
5. present information by the project or job method.	22	21	5	1	3	1
6. direct student study of textbooks, bulletins, and pamphlets.	25	25	8	3	1	1
7. direct student study of information and assignment sheets.	20	20	7	6	1	1
8. direct students in preparing laboratory work or job plans.	22	23	5	2	2	1
9. provide students with opportunities to apply new information while under supervision of instructor.	23	25	7	3	1	1

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - EXECUTION Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
2. direct simulated activities.	1	2	5	5	6	15
3. conduct group supervised study.	5	5	6	5	6	15
4. direct students in applying problem-solving techniques.	5	2	6	5	7	24
5. present information by the project or job method.	1	5	9	6	3	10
6. direct student study of textbooks, bulletins, and pamphlets.	5	8	8	5	5	24
7. direct student study of information and assignment sheets.	5	8	6	4	4	16
8. direct students in preparing laboratory work or job plans.	1	6	5	4	2	13
9. provide students with opportunities to apply new information while under supervision of instructor.	1	6	4	4	6	19

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - EXECUTION Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
10. introduce a lesson.	24	23	10	3	1	1
11. obtain summary for a lesson.	23	21	9	3	1	1
12. employ oral questioning techniques.	23	23	9	6	1	1
13. acknowledge student verbal and non-verbal cues or reactions.	23	23	9	3	1	1
14. enrich instruction to challenge the abilities of the abler student.	24	24	8	6	1	1
15. provide instruction so that students can progress at own rate of speed.	21	19	8	4	1	1
16. establish frames of reference to enable the student to understand a situation from several points of view.	23	21	10	6	1	1
17. present a concept or principle through a demonstration.	25	22	12	6	1	1

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - EXECUTION Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
10. introduce a lesson.	3	8	5	3	2	14
11. obtain summary for a lesson.	1	8	5	3	2	16
12. employ oral questioning techniques.	5	4	6	3	6	22
13. acknowledge student verbal and non-verbal cues or reactions.	1	4	6	3	6	19
14. enrich instruction to challenge the abilities of the abler student.	1	8	9	5	6	22
15. provide instruction so that students can progress at own rate of speed.	2	7	9	6	1	5
16. establish frames of reference to enable the student to understand a situation from several points of view.	1	4	6	5	6	19
17. present a concept or principle through a demonstration.	1	6	3	5	6	21

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - EXECUTION Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
18. give a lecture.	23	22	11	6	2	1
19. give an illustrated talk.	25	23	12	6	1	1
20. use analogies to present information.	25	24	10	3	1	1
21. present information by the use of individualized instruction.	22	22	8	3	1	1
22. give an assignment.	25	25	13	6	1	1
23. present information with the assistance of a resource person.	23	23	9	7	1	2
24. present information with exhibits.	24	21	9	6	1	2
25. illustrate with models and real objects.	25	25	9	6	1	2
26. present information with audio-visual aids.	24	24	12	6	1	2

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - EXECUTION Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
18. give a lecture.	1	7	5	4	5	23
19. give an illustrated talk.	1	7	5	4	5	22
20. use analogies to present information.	1	5	6	4	5	22
21. present information by the use of individualized instruction.	4	6	4	4	1	15
22. give an assignment.	4	8	7	4	6	24
23. present information with the assistance of a resource person.	5	2	4	2	5	22
24. present information with exhibits.	5	6	5	6	1	17
25. illustrate with models and real objects.	1	7	6	5	5	18
26. present information with audio-visual aids.	2	7	10	5	5	22

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - EVALUATION Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
1. establish criteria for evaluating student performance.	24	23	11	5	3	2
2. consider cumulative data on students' ability and achievement in evaluating performance.	17	23	10	5	1	2
3. formulate a system of grading consistent with school policy.	18	23	10	6	1	2
4. appraise students' products according to performance standards of the occupations.	18	19	6	3	1	2
5. appraise students' performance in relation to instructional goals.	25	24	10	3	1	2
6. evaluate individualized related assignments completed under directed study.	18	19	5	3	1	2
7. evaluate student-learner's work qualities, personal traits, and progress on the job.	18	18	4	2	1	2

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - EVALUATION Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
1. establish criteria for evaluating student performance.	2	8	11	5	2	15
2. consider cumulative data on students' ability and achievement in evaluating performance.	5	8	12	6	3	14
3. formulate a system of grading consistent with school policy.	5	8	11	6	6	19
4. appraise students' products according to performance standards of the occupations.	1	5	11	5	2	12
5. appraise students' performance in relation to instructional goals.	5	8	12	4	6	20
6. evaluate individualized related assignments completed under directed study.	5	8	6	5	4	14
7. evaluate student-learner's work qualities, personal traits, and progress on the job.	5	5	4	6	6	16

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - EVALUATION Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
8. devise self-evaluation techniques for use by students.	18	20	8	4	1	2
9. engage in cooperative evaluation of student's achievement with student.	18	18	6	4	1	2
10. determine grade for performance for on-the-job and related instruction.	14	3	3	3	1	2
11. interpret students' evaluation of instruction.	16	18	8	3	1	2
12. formulate items for objective tests.	20	22	8	3	2	2
13. formulate completion test items.	14	21	8	3	2	1
14. administer teacher-made tests.	17	17	10	6	2	2
15. analyze tests for validity.	17	16	6	3	1	1
16. analyze tests for reliability.	16	15	4	3	1	1

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

INSTRUCTION - EVALUATION Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
8. devise self-evaluation techniques for use by students.	5	6	9	5	6	19
9. engage in cooperative evaluation of student's achievement with student.	5	5	8	6	3	12
10. determine grade for performance for on-the-job and related instruction.	5	4	4	6	5	17
11. interpret students' evaluation of instruction.	1	2	5	2	4	12
12. formulate items for objective tests.	1	8	8	3	6	19
13. formulate completion test items.	1	8	8	2	3	13
14. administer teacher-made tests.	5	8	8	5	6	21
15. analyze tests for validity.	5	6	7	4	1	15
16. analyze tests for reliability.	5	6	7	4	1	15

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
1. collect occupational data from employers to identify vocational education needs.	14	12	8	4	3	2
2. identify the role and function of the advisory committee.	14	13	15	5	3	2
3. assist in the identification of the vocational education purposes and objectives for the school.	14	16	14	3	4	2
4. identify the competencies needed for entry into an occupation.	12	15	9	4	5	2
5. describe the occupational standards of performance for each task in an occupation.	7	12	3	2	6	2
6. assist in writing general objectives for courses offered in the vocational education program.	13	13	10	5	6	2

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
1. collect occupational data from employers to identify vocational education needs.	5	1	6	5	6	13
2. identify the role and function of the advisory committee.	5	2	7	5	5	14
3. assist in the identification of the vocational education purposes and objectives for the school.	5	2	14	6	2	15
4. identify the competencies needed for entry into an occupation.	4	1	13	5	2	14
5. describe the occupational standards of performance for each task in an occupation.	1	5	12	4	3	5
6. assist in writing general objectives for courses offered in the vocational education program.	4	4	15	4	1	14

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
7. identify knowledge and attitudes required for the performance of each occupational task included in a course.	13	12	6	4	6	1
8. write student performance goals for vocational education courses.	17	15	10	5	5	1
9. consult advisory committee in developing a long-range program plan for vocational education.	6	8	8	5	5	2
10. analyze long-range course needs for the vocational education program.	10	14	8	4	6	1
11. specify long-range facility, equipment, and supply needs for the vocational education program.	10	9	4	3	5	1
12. assist in preparing the long-range program plan for vocational education in the school.	6	15	7	6	6	1

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
7. identify knowledge and attitudes required for the performance of each occupational task included in a course.	1	5	15	4	2	12
8. write student performance goals for vocational education courses.	1	3	14	4	3	8
9. consult advisory committee in developing a long-range program plan for vocational education.	1	1	6	1	5	7
10. analyze long-range course needs for the vocational education program.	1	2	10	1	5	11
11. specify long-range facility, equipment, and supply needs for the vocational education program.	1	2	10	1	5	14
12. assist in preparing the long-range program plan for vocational education in the school.	1	1	8	1	4	11

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
13. maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.	9	13	10	4	5	2
14. determine the reasons students drop out of the vocational program.	7	9	10	4	5	1
15. assess the relevancy of the vocational course offerings.	14	12	12	6	6	2
16. assess the adequacy of the vocational education facilities and equipment relative to technological changes.	10	11	8	4	5	1
17. disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.	5	10	6	6	5	1

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
13. maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.	5	1	4	5	5	10
14. determine the reasons students drop out of the vocational program.	5	1	4	5	5	10
15. assess the relevancy of the vocational course offerings.	1	2	11	2	1	11
16. assess the adequacy of the vocational education facilities and equipment relative to technological changes.	1	4	9	5	1	10
17. disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.	5	1	3	5	2	6

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

MANAGEMENT Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
1. compile a list of supplies needed for the academic year.	10	14	6	4	3	1
2. identify new tools and equipment needed in a vocational course for the academic year.	13	13	7	4	3	1
3. recommend reference books and periodicals related to vocational education that should be added to the library.	15	17	12	8	4	1
4. prepare a capital outlay budget proposal for new equipment needed in a vocational course.	9	13	7	4	4	1
5. plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.	9	13	6	4	5	1

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

MANAGEMENT Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
1. compile a list of supplies needed for the academic year.	5	1	5	6	5	17
2. identify new tools and equipment needed in a vocational course for the academic year.	5	1	7	6	3	16
3. recommend reference books and periodicals related to vocational education that should be added to the library.	5	6	9	5	5	16
4. prepare a capital outlay budget proposal for new equipment needed in a vocational course.	1	1	4	6	1	9
5. plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.	4	1	4	6	1	8

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

MANAGEMENT Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
6. prepare a budget for estimated travel expenses incurred in vocational activities.	11	13	7	3	1	1
7. arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements in a course.	7	7	3	4	4	1
8. prepare purchase request for approved vocational equipment and supplies.	12	9	5	2	2	1
9. supply administrators with data for vocational reports required by the state department of education.	11	13	5	6	4	1
10. devise a system for maintaining occupational information and opportunity data for use by vocational students.	6	13	5	4	3	2
11. devise a filing system for instructional materials.	15	18	8	4	3	2

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

MANAGEMENT Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
6. prepare a budget for estimated travel expenses incurred in vocational activities.	2	1	5	4	1	7
7. arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements in a course.	1	1	3	2	2	7
8. prepare purchase request for approved vocational equipment and supplies.	4	1	5	6	5	12
9. supply administrators with data for vocational reports required by the state department of education.	5	1	8	6	6	15
10. devise a system for maintaining occupational information and opportunity data for use by vocational students.	4	1	4	5	2	6
11. devise a filing system for instructional materials.	4	7	5	6	6	16

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

MANAGEMENT Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
12. uphold school standards of expected student behavior.	17	24	9	8	3	2
13. formulate with students acceptable standards of behavior in vocational classrooms and laboratories.	15	22	8	7	1	2
14. uphold acceptable standards of student behavior in vocational classrooms and laboratories.	16	23	7	7	1	2
15. carry out approved disciplinary action when warranted.	14	23	5	4	2	2
16. encourage students to exercise self-discipline.	14	24	8	5	2	2
17. control outbursts of fighting and agressive behavior.	6	22	6	4	3	2
18. maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.	12	14	3	4	1	2

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

MANAGEMENT Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
12. uphold school standards of expected student behavior.	5	1	3	6	6	19
13. formulate with students acceptable standards of behavior in vocational classrooms and laboratories.	5	1	5	6	5	14
14. uphold acceptable standards of student behavior in vocational classrooms and laboratories.	4	1	5	6	4	12
15. carry out approved disciplinary action when warranted.	4	1	5	6	4	15
16. encourage students to exercise self-discipline.	4	1	5	6	6	17
17. control outbursts of fighting and agressive behavior.	3	1	3	6	1	9
18. maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.	3	1	5	7	4	8

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

MANAGEMENT Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
19. arrange for the storage and security of vocational supplies and equipment.	11	15	5	2	1	2
20. control heat, light, and ventilation in vocational laboratories and classrooms.	13	21	6	5	2	2
GUIDANCE						
1. maintain an open door policy for student consultation.	17	23	10	11	2	2
2. develop constructive working relationships among students.	15	24	9	11	1	2
3. encourage students to discuss career aspirations.	12	23	9	11	3	2
4. demonstrate a regard for and an interest in the students as individuals.	23	24	11	11	4	2
5. demonstrate personal concern for the student and his family.	23	24	12	8	2	2

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
MANAGEMENT						
19. arrange for the storage and security of vocational supplies and equipment.	5	1	4	6	4	8
20. control heat, light, and ventilation in vocational laboratories and classrooms.	4	1	4	6	5	15
GUIDANCE						
1. maintain an open door policy for student consultation.	5	4	6	6	8	25
2. develop constructive working relationships among students.	5	4	6	6	8	22
3. encourage students to discuss career aspirations.	5	2	3	6	8	18
4. demonstrate a regard for and an interest in the students as individuals.	5	2	6	6	8	27
5. demonstrate personal concern for the student and his family.	5	2	6	6	7	22

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

GUIDANCE Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
6. conduct a conference for counseling a student.	12	22	7	10	2	1
7. encourage two-way communication during a conference with a student.	14	6	6	9	2	1
8. assist students in developing good study habits.	15	23	6	5	1	2
9. recognize potential problems of students.	20	6	7	7	2	2
10. assist students in determining ways to best describe their saleable skills.	12	21	3	7	2	2
11. work with other teachers and counselors to help students with individual problems.	14	23	9	7	1	2
12. arrange with guidance counselor for administration and interpretation of personality, aptitude, and intelligence tests for specific students.	9	16	4	7	1	2

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

GUIDANCE Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
6. conduct a conference for counseling a student.	5	1	4	4	4	17
7. encourage two-way communication during a conference with a student.	5	4	6	4	4	20
8. assist students in developing good study habits.	4	4	5	6	5	20
9. recognize potential problems of students.	4	2	3	6	6	21
10. assist students in determining ways to best describe their saleable skills.	4	2	5	5	7	17
11. work with other teachers and counselors to help students with individual problems.	5	4	6	6	5	17
12. arrange with guidance counselor for administration and interpretation of personality, aptitude, and intelligence tests for specific students.	5	3	6	6	1	11

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH *UNIVERSITY COURSE OFFERINGS*

(Continued)

GUIDANCE Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
13. refer students to qualified personnel agencies for occupational and educational information.	13	20	5	10	1	2
14. establish communication patterns for exchanging information and for cooperating with the guidance counselor.	8	16	5	6	1	2
15. present information to students on employment opportunities.	12	20	6	8	3	2
16. present information to students on post-high school training and educational opportunities available to them.	9	18	7	5	2	1
17. write letters of recommendation for students.	12	18	3	8	2	2
18. assist graduates or seniors in preparing for interview with potential employers.	12	19	3	7	4	2

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

GUIDANCE Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
13. refer students to qualified personnel agencies for occupational and educational information.	5	3	4	6	4	16
14. establish communication patterns for exchanging information and for cooperating with the guidance counselor.	5	1	4	6	1	8
15. present information to students on employment opportunities.	5	1	3	4	6	22
16. present information to students on post-high school training and educational opportunities available to them.	4	1	4	4	6	15
17. write letters of recommendation for students.	4	1	4	5	6	18
18. assist graduates or seniors in preparing for interview with potential employers.	5	1	5	5	6	19

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

GUIDANCE Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
19. assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.	11	16	3	4	2	2
SCHOOL - COMMUNITY RELATIONS						
1. provide brochures to inform the school and community of the vocational program.	7	11	10	5	4	1
2. provide displays in the school and in the community on the vocational program.	8	15	12	5	2	2
3. express a philosophy consistent with that of the vocational staff.	17	16	18	5	3	1
4. speak to school and community groups on the vocational program.	12	15	10	5	5	1

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

GUIDANCE Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
19. assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.	4	1	5	5	6	17
SCHOOL - COMMUNITY RELATIONS						
1. provide brochures to inform the school and community of the vocational program.	5	1	5	4	6	8
2. provide displays in the school and in the community on the vocational program.	4	2	5	6	6	10
3. express a philosophy consistent with that of the vocational staff.	4	2	8	5	5	13
4. speak to school and community groups on the vocational program.	4	2	4	5	2	7

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

SCHOOL - COMMUNITY RELATIONS Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
5. conduct an open house to familiarize members of the school and community with activities of the vocational program.	8	14	10	3	3	2
6. serve in professional non-vocational organizations to improve the image of the vocational program.	14	15	13	5	4	1
7. obtain informal feedback on the vocational program through contacts with individuals in the school and community.	12	17	12	6	4	2
8. maintain working relationships with the school supporting staff through cooperation and mutual effort.	14	17	14	4	5	1
PROFESSIONAL ROLE AND DEVELOPMENT						
1. identify current trends of the teaching profession.	19	22	15	8	5	2

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

SCHOOL - COMMUNITY RELATIONS Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
5. conduct an open house to familiarize members of the school and community with activities of the vocational program.	4	2	5	6	1	5
6. serve in professional non-vocational organizations to improve the image of the vocational program.	4	2	6	4	1	10
7. obtain informal feedback on the vocational program through contacts with individuals in the school and community.	5	2	5	5	4	14
8. maintain working relationships with the school supporting staff through cooperation and mutual effort.	5	1	6	6	4	14
PROFESSIONAL ROLE AND DEVELOPMENT						
1. identify current trends of the teaching profession.	1	5	7	1	4	21

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

PROFESSIONAL ROLE AND DEVELOPMENT Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
2. promote the attainment of the goals and objectives of the teaching profession.	18	22	19	5	4	2
3. express a professional philosophy relevant to the basic goals of teaching.	19	21	19	6	4	2
4. evaluate periodically his educational philosophy in relation to that held by a majority of other members of the teaching profession.	16	19	17	5	3	1
5. exchange observational visits, innovations, and ideas with other teachers.	16	22	13	5	5	1
6. maintain ethical standards expected of a professional educator.	18	23	15	9	5	1
7. support professional organizations through membership and attendance at meetings.	15	24	15	11	5	1

TABLE 11I

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

PROFESSIONAL ROLE AND DEVELOPMENT Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
2. promote the attainment of the goals and objectives of the teaching profession.	1	2	6	4	4	20
3. express a professional philosophy relevant to the basic goals of teaching.	1	2	6	3	4	20
4. evaluate periodically his educational philosophy in relation to that held by a majority of other members of the teaching profession.	1	2	4	1	5	14
5. exchange observational visits, innovations, and ideas with other teachers.	4	3	4	4	5	17
6. maintain ethical standards expected of a professional educator.	1	2	4	4	5	17
7. support professional organizations through membership and attendance at meetings.	4	2	4	4	4	15

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

PROFESSIONAL ROLE AND DEVELOPMENT Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
8. serve professional organizations as an officer and/or chairman or member of a committee.	12	20	15	11	5	1
9. represent the teaching profession as a committee member or delegate to meetings and activities of other professions.	12	19	14	11	5	1
10. assist teachers who are new in the system to understand the policies and regulations of the school.	5	14	7	5	2	2
11. work with a team of professionals from school and/or community on pertinent school problems.	6	14	10	6	5	2
12. serve community needs by contributing professional expertise to civic projects.	10	15	11	5	3	2

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

PROFESSIONAL ROLE AND DEVELOPMENT Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
8. serve professional organizations as an officer and/or chairman or member of a committee.	1	2	3	3	[illegible]	16
9. represent the teaching profession as a committee member or delegate to meetings and activities of other professions.	1	2	3	3	4	15
10. assist teachers who are new in the system to understand the policies and regulations of the school.	1	1	3	5	4	13
11. work with a team of professionals from school and/or community on pertinent school problems.	1	1	5	4	5	17
12. serve community needs by contributing professional expertise to civic projects.	1	1	4	5	1	10

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

PROFESSIONAL ROLE AND DEVELOPMENT Performance Elements	Methods and Media	Student Teaching	History and Principles	Guidance	Curriculum Development	Organization and Management of Cooperative Program
13. evaluate his personal and professional abilities and limitations.	12	19	12	7	3	1
14. select the position which is in keeping with his personal and professional abilities and limitations.	10	14	7	6	3	2
15. maintain professional certification through enrolling in graduate, extension, and in-service education programs.	13	17	12	5	5	2
16. expand educational background and leadership potential by achieving advanced degrees.	10	17	11	5	5	2
17. acquire new occupational skills needed to keep pace with technological advancement in his teaching field.	12	18	11	4	3	1
18. up-date his professional personnel file regularly.	14	20	10	5	3	1

TABLE III

DEVELOPMENT OF PERFORMANCE
ELEMENTS THROUGH UNIVERSITY COURSE OFFERINGS

(Continued)

PROFESSIONAL ROLE AND DEVELOPMENT Performance Elements	Problems of Coordinating Cooperative Programs	Organization and Use of Instructional Materials	Analysis of Course Making	Class, Shop, and/or Laboratory Organization and Management	Youth Organizations	Courses Unique to Program Areas
13. evaluate his personal and professional abilities and limitations.	4	1	6	2	5	20
14. select the position which is in keeping with his personal and professional abilities and limitations.	1	1	3	2	1	18
15. maintain professional certification through enrolling in graduate, extension, and in-service education programs.	1	1	4	4	1	12
16. expand educational background and leadership potential by achieving advanced degrees.	1	1	4	4	3	17
17. acquire new occupational skills needed to keep pace with technological advancement in his teaching field.	1	1	4	4	5	17
18. up-date his professional personnel file regularly.	1	1	4	1	4	17

PRESENTATION OF DATA OBTAINED FROM FOLLOW-UP STUDY

The third major thrust of the research project involved a follow-up study of 1,921 recent vocational-technical graduates in the state since 1970. Table IV presents these results by area of study. It can be noted that 1,638 valid responses were obtained. Thirty-three percent (33%) of these graduates were teaching in their graduate major area while fifteen percent (15%) were teaching but in an area not related to their major. A rather sizable group, eighteen percent (18%), were working in a related field, while twelve percent (12%) were working in a non-related field.

The table also reflects a very large number of home economics teachers who are unemployed, many of whom expressed (though not solicited on the survey form) a desire for employment. In fact, this group represented sixteen percent (16%) of those in home economics education returning the survey form. Further analyses revealed that approximately seventy-five percent (75%) of these graduates live in the metropolitan areas of Dallas, Houston, Fort Worth, and San Antonio.

TABLE IV

FOLLOW-UP SURVEY OF VOCATIONAL-TECHNICAL
GRADUATES SINCE 1970
BY AREA

Responses	Agriculture	Home Economics	Distributive Education	TOTAL
Teaching in area of graduate major	269	265	8	542
Teaching in area not related to major	74	178	0	252
Working in related area	162	138	2	302
Working in non-related area	69	132	1	202
Military	32	2	0	34
Address unknown by university	2	11	0	13
Returned by Post Office address unknown	41	73	0	114
Student	6	31	4	41
Housewife	0	102	0	102
Non-return	67	89	0	156
Unemployed	0	163	0	163
Total	722	1,184	15	1,921

SUMMARY AND CONCLUSIONS

The research project had three distinct objectives. These were to (1) project vocational-technical teacher personnel development needs in terms of numbers of teachers by area who need instruction in specific competency clusters; (2) to identify university course clusters where instruction for specific competencies is offered; and (3) to survey recent graduates in three vocational-technical areas to ascertain present status with respect to their professional training.

The results are presented in tabular and narrative form. Response to the instruments was excellent. This high response rate enabled the construction of the vocational-technical teacher personnel development need matrix presented in the report (Table I) which identified numbers of teachers needing additional training by competency cluster and area. Also constructed as a result of this study was the university course offerings matrix where competencies are related to course clusters.

The follow-up study of 1,921 recent vocational-technical graduates for three areas indicated that a significant number of graduates who are teaching are not teaching in an area related to their major field. A large number of unemployed home economics teachers was detected, particularly in Dallas, Fort Worth, Houston, and San Antonio.

The information presented in this report should provide program planners with specific information from which programming decisions can be made.

APPENDIX

Texas Education Agency

- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

A survey of recent college graduates of vocational-technical programs is being conducted by Dr. Billy N. Pope, Coordinator, Educational Personnel Development, Consortium D, and the Texas Education Agency to determine the present job status of graduates.

As a recent college graduate, we solicit your answer to the questions on the enclosed postcard. The information will be used to help determine needs for professional personnel development of vocational-technical teachers in Texas.

Sincerely,

John R. Guemple
Associate Commissioner for
Occupational Education and Technology

JRG:BNP:sw

Enclosure

drive

Name: _____

Graduate of: _____
College/University

With major in: _____

Date of graduation: _____

Present occupation: _____

Present employer: _____

Texas Education Agency

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

March 13, 1973

The enclosed fact sheet and survey instrument are part of a study being made by Dr. Billy N. Pope, Coordinator, Educational Personnel Development, Consortium D, and the Texas Education Agency to determine content of existing professional development courses by identified competencies for vocational-technical teachers by college and university professors of vocational-technical education.

It is anticipated that the data and results from this study will assist the Department of Occupational Education and Technology in developing programs for the professional improvement of vocational-technical teachers.

If convenient, please participate by completing the attached questionnaire.

Sincerely,

John R. Guemple
Associate Commissioner for
Occupational Education and Technology

JRG:BNP:ers

Enclosures

drive

NEEDS FOR PROFESSIONAL PERSONNEL DEVELOPMENT

OF VOCATIONAL-TECHNICAL TEACHERS

Fact Sheet

1. A total of one hundred sixteen (116) college and university professors of vocational-technical education are included in this survey.

2. Each participant surveyed teaches one or more of the professional education courses required for certification of vocational-technical personnel.

3. Opinions from participants are being surveyed to determine needs for professional development programs for vocational-technical teachers.

4. The instrument has a biographical portion followed by eight major areas which include one hundred forty-six (146) performance elements rated as common to all vocational-technical specialities. The participant is requested to show by course title where identified competencies are developed.

5. It is anticipated that only sixty (60) minutes of the respondent's time will be required to complete the questionnaire.

6. All questionnaires should be completed and returned by April 25, 1973, in the self-addressed, stamped envelope to:

Dr. Billy N. Pope, Coordinator
Educational Personnel Development
Consortium D
P. O. Box 1300
Richardson, Texas 75080

BIOGRAPHICAL DATA: TEACHER TRAINER

OFFICE USE ONLY

(PLEASE PRINT)

NAME _____

INSTITUTION _____

DEPARTMENT _____

Sex: M ☐ F ☐

Age: ☐☐

CHECK PROGRAM AREAS IN WHICH YOU HAVE THREE OR MORE YEARS OF PUBLIC SCHOOL TEACHING EXPERIENCE.

- ☐ Vocational Agriculture Education
- ☐ Homemaking Education
- ☐ Distributive Education
- ☐ Health Occupational Education
- ☐ Trade & Industrial Education
- ☐ Vocational Office Education

Was your major or minor on any degree in education?

- ☐ Yes
- ☐ No

EXPERIENCE:

Number of years as a teacher educator ☐☐

Number of years in present assignment area ☐☐

Number of years of actual teaching in a vocational-technical skill area ☐☐

What is the highest degree that you have received and major?

- ☐ Doctorate _____
- ☐ Masters _____
- ☐ Baccalaureate _____
- ☐ Associate _____ _____
- ☐ High School Diploma
- ☐ Other

Directions: Each statement in this instrument is a performance element that is important to the success of a vocational-technical teacher. Read each element, then mark an "X" in the box ☒ which indicates the inclusion of the performance element in the course(s) you teach. Many vocational-technical teacher educators will use this instrument. Consequently, some of these statements will not apply to your courses. For these statements mark the "This performance element not included in any course which I teach" or "Performance elements not needed by vocational-technical teachers in my field" box.

Important: You are not rating yourself; this is an attempt to identify the courses you are teaching in relation to the performance objectives identified.

PROFESSIONAL GROWTH COURSES
FOR VOCATIONAL-TECHNICAL TEACHERS

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
INSTRUCTION - PLANNING											
1. make a job analysis for determination of instructional content in the course taught.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. sequence performance goals (objectives) for a course.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. identify the unit topics for a course.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
4. determine objectives for a unit.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. identify lesson topics for a unit.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. develop a course syllabus.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. develop a course of study.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. correlate unit content with on-the-job and/or laboratory experiences.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. determine group and individual learning experiences for the unit based on individual differences of students.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. select methods of evaluating students' performance throughout a unit.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. identify the specific objectives for a lesson.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. select teaching techniques for a lesson.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
13. prepare information sheets for student use.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. plan student learning experiences for a lesson.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. prepare a lesson plan.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. prepare job sheets for student use.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. prepare assignment sheets for student use.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. select methods of evaluating students' attainment of lesson objectives.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. obtain textbook, reference, and other instructional material.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. develop original instructional materials such as individualized related assignment sheets, transparencies, and charts.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
21. select tools and equipment for a lesson.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
22. assemble consumable supplies for instructional purposes.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
INSTRUCTION - EXECUTION											
1. conduct field trips.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. direct simulated activities.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. conduct group supervised study.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. direct students in applying problem-solving techniques.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. present information by the project or job method.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. direct student study of textbooks, bulletins, and pamphlets.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
7. direct student study of information and assignment sheets.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. direct students in preparing laboratory work or job plans.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. provide students with opportunities to apply new information while under supervision of instructor.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. introduce a lesson.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. obtain summary for a lesson.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. employ oral questioning techniques.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. acknowledge student verbal and non-verbal cues or reactions.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. enrich instruction to challenge the abilities of the abler student.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
15. provide instruction so that students can progress at own rate of speed.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. establish frames of reference to enable the student to understand a situation from several points of view.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. present a concept or principle through a demonstration.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. give a lecture.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. give an illustrated talk.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. use analogies to present information.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
21. present information by the use of individualized instruction.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
22. give an assignment.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
23. present information with the assistance of a resource person.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
24. present information with exhibits.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
25. illustrate with models and real objects.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
26. present information with audio-visual aids.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
INSTRUCTION - EVALUATION											
1. establish criteria for evaluating student performance.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. consider cumulative data on students' ability and achievement in evaluating performance.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. formulate a system of grading consistent with school policy.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
4. appraise students' products according to performance standards of the occupations.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. appraise students' performance in relation to instructional goals.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. evaluate individualized related assignments completed under directed study.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. evaluate student-learner's work qualities, personal traits, and progress on the job.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. devise self-evaluation techniques for use by students.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. engage in cooperative evaluation of student's achievement with student.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. determine grade for performance for on-the-job and related instruction.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. interpret students' evaluation of instruction.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. formulate items for objective tests.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
13. formulate completion test items.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. administer teacher-made tests.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. analyze tests for validity.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. analyze tests for reliability.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION											
1. collect occupational data from employers to identify vocational education needs.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. identify the role and function of the advisory committee.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. assist in the identification of the vocational education purposes and objectives for the school.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
4. identify the competencies needed for entry into an occupation.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. describe the occupational standards of performance for each task in an occupation.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. assist in writing general objectives for courses offered in the vocational education program.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. identify knowledge and attitudes required for the performance of each occupational task included in a course.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. write student performance goals for vocational education courses.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. consult advisory committee in developing a long-range program plan for vocational education.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. analyze long-range course needs for the vocational education program.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. specify long-range facility, equipment, and supply needs for the vocational education program.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
12. assist in preparing the long-range program plan for vocational education in the school.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. determine the reasons students drop out of the vocational program.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. assess the relevancy of the vocational course offerings.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. assess the adequacy of the vocational education facilities and equipment relative to technological changes.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MANAGEMENT											
1. compile a list of supplies needed for the academic year.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
2. identify new tools and equipment needed in a vocational course for the academic year.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. recommend reference books and periodicals related to vocational education that should be added to the library.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. prepare a capital outlay budget proposal for new equipment needed in a vocational course.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. prepare a budget for estimated travel expenses incurred in vocational activities.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements in a course.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. prepare purchase request for approved vocational equipment and supplies.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. supply administrators with data for vocational reports required by the state department of education.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
10. devise a system for maintaining occupational information and opportunity data for use by vocational students.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. devise a filing system for instructional materials.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. uphold school standards of expected student behavior.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. formulate with students acceptable standards of behavior in vocational classrooms and laboratories.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. uphold acceptable standards of student behavior in vocational classrooms and laboratories.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. carry out approved disciplinary action when warranted.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. encourage students to exercise self-discipline.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. control outbursts of fighting and agressive behavior.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
18. maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. arrange for the storage and security of vocational supplies and equipment.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. control heat, light, and ventilation in vocational laboratories and classrooms.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
GUIDANCE											
1. maintain an open door policy for student consultation.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. develop constructive working relationships among students.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. encourage students to discuss career aspirations.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. demonstrate a regard for and an interest in the students as individuals.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. demonstrate personal concern for the student and his family.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
6. conduct a conference for counseling a student.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. encourage two-way communication during a conference with a student.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. assist students in developing good study habits.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. recognize potential problems of students.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. assist students in determining ways to best describe their saleable skills.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. work with other teachers and counselors to help students with individual problems.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. arrange with guidance counselor for administration and interpretation of personality, aptitude, and intelligence tests for specific students.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. refer students to qualified personnel agencies for occupational and educational information.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
14. establish communication patterns for exchanging information and for cooperating with the guidance counselor.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. present information to students on employment opportunities.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. present information to students on post-high school training and educational opportunities available to them.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. write letters of recommendation for students.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. assist graduates or seniors in preparing for interview with potential employers.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SCHOOL - COMMUNITY RELATIONS											
1. provide brochures to inform the school and community of the vocational program.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
2. provide displays in the school and in the community on the vocational program.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. express a philosophy consistent with that of the vocational staff.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. speak to school and community groups on the vocational program.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. conduct an open house to familiarize members of the school and community with activities of the vocational program.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. serve in professional non-vocational organizations to improve the image of the vocational program.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. obtain informal feedback on the vocational program through contacts with individuals in the school and community.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. maintain working relationships with the school supporting staff through cooperation and mutual effort.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
PROFESSIONAL ROLE AND DEVELOPMENT											
1. identify current trends of the teaching profession.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
2. promote the attainment of the goals and objectives of the teaching profession.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. express a professional philosophy relevant to the basic goals of teaching.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. evaluate periodically his educational philosophy in relation to that held by a majority of other members of the teaching profession.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. exchange observational visits, innovations, and ideas with other teachers.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. maintain ethical standards expected of a professional educator.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. support professional organizations through membership and attendance at meetings.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. serve professional organizations as an officer and/or chairman or member of a committee.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. represent the teaching profession as a committee member or delegate to meetings and activities of other professions.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List all course title(s) and number(s) taught by professor for vocational-technical teacher preparation.

PERFORMANCE ELEMENT										This performance element not included in any course which I teach.	Performance elements not needed by vocational-technical teachers in my field.
10. assist teachers who are new in the system to understand the policies and regulations of the school.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. work with a team of professionals from school and/or community on pertinent school problems.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. serve community needs by contributing professional expertise to civic projects.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. evaluate his personal and professional abilities and limitations.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. select the position which is in keeping with his personal and professional abilities and limitations.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. maintain professional certification through enrolling in graduate, extension, and in-service education programs.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. expand educational background and leadership potential by achieving advanced degrees.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. acquire new occupational skills needed to keep pace with technological advancement in his teaching field.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. up-date his professional personnel file regularly.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Texas Education Agency

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

March 13, 1973

The enclosed fact sheet and survey instrument are part of a study being made by Dr. Billy N. Pope, Coordinator, Educational Personnel Development, Consortium D, and the Texas Education Agency to determine the needs for professional personnel development of vocational-technical teachers by administrators of both secondary and post-secondary vocational programs.

It is anticipated that the data and results from this study will assist the Department of Occupational Education and Technology in developing programs for the professional improvement of these teachers.

If convenient, please authorize your college administrator (vocational-technical dean or director) or secondary school vocational director to participate in this study.

Sincerely,

John R. Guemple
Associate Commissioner for
Occupational Education and Technology

JRG:BNP:ers

Enclosures

drive

NEEDS FOR PROFESSIONAL PERSONNEL DEVELOPMENT

OF VOCATIONAL-TECHNICAL TEACHERS

Fact Sheet

1. A total of forty-three (43) post-secondary institutions are included in this survey.

2. A total of one hundred thirty-three (133) secondary schools are included in this survey.

3. Each institution surveyed has at least one or more of the major programs listed on the questionnaire.

4. The questionnaire is designed for the use of both the administrator (vocational-technical deans or directors) and director of secondary programs.

5. Opinions from participants are being surveyed to determine needs for professional development of vocational-technical teachers.

6. The instrument has a biographical portion followed by eight major areas which include one hundred forty-six (146) performance elements rated as common to all vocational-technical specialities. The number of vocational-technical teachers who could benefit from training in each major area by job description is recorded by the administrator.

7. It is anticipated that only thirty (30) minutes of the respondent's time will be required to complete the questionnaire.

8. All questionnaires should be completed and returned by April 6, 1973, in the self-addressed, stamped envelope to:

Dr. Billy N. Pope, Coordinator
Educational Personnel Development
Consortium D
P. O. Box 1300
Richardson, Texas 75080

BIOGRAPHICAL DATA: LOCAL ADMINISTRATOR

OFFICE USE ONLY

(PLEASE PRINT)

NAME _____

SCHOOL DISTRICT _____

COUNTY _____

Sex: M ☐ F ☐

Age: ☐

EXPERIENCE:

Number of years in administering vocational programs ☐

Number of years of vocational or technical teaching in an approved (state) area ☐

Area _____

Secondary ☐ Post-Secondary ☐

Number of vocational-technical teachers under your administration and/or supervision ☐

DIRECTIONS FOR RATING PERFORMANCE ELEMENTS:

Each statement in this instrument is a performance element that is important to the success of a vocational-technical teacher in areas you are concerned with. Read each element. Then place a number in the box ☐ which indicates the number of teachers under your supervision in each major area, such as INSTRUCTION - PLANNING, that you feel could benefit from professional development in that area.

Many vocational-technical administrative personnel will use this instrument. Consequently, some of these statements will not apply to your area of administration. For these areas just leave the boxes blank.

Please indicate by program area the number of vocational-technical teachers under your administration and/or supervision who could benefit from professional improvement in the area of Instruction-Planning. The performance elements listed below have been identified as basic to the area of Instruction-Planning.

INSTRUCTION - PLANNING

	Agriculture Teachers	Homemaking Teachers (useful)	Distributive Education Teachers	Health Occupation Teachers	Office Occupation Teachers	Trade & Industrial Teachers	Homemaking Coop-Teachers	Adult Home-Economics Teachers	Home Economics Pre-Employment Lab Teachers	Technical Education Teachers	Occupational Teachers for Disadvantaged	Distributive Pre-Employment Lab Teachers	Vocational Teachers for Handicapped	Occupational Orientation Teachers	Allied Health Pre-Employment Lab Teachers	C.V.A.F. Agriculture Pre-Employment Teachers	Adult Vocational Education Teachers	Manpower Instructors	C.V.A.E. Home Economics Teachers	C.V.A.E. Office Education

A

1. make a job analysis for determination of instructional content in the course taught.
2. sequence performance goals (objectives) for a course.
3. identify the unit topics for a course.
4. determine objectives for a unit.
5. identify lesson topics for a unit.
6. develop a course syllabus.
7. develop a course of study.
8. correlate unit content with on-the-job and/or laboratory experiences.
9. determine group and individual learning experiences for the unit based on individual differences of students.
10. select methods of evaluating students' performance throughout a unit.
11. identify the specific objectives for a lesson.
12. select teaching techniques for a lesson.
13. prepare information sheets for student use.
14. plan student learning experiences for a lesson.
15. prepare a lesson plan.
16. prepare job sheets for student use.
17. prepare assignment sheets for student use.
18. select methods of evaluating students' attainment of lesson objectives.
19. obtain textbook, reference, and other instructional material.
20. develop original instructional materials such as individualized related assignment sheets, transparencies, and charts.
21. select tools and equipment for a lesson.
22. assemble consumable supplies for instructional purposes.

Please indicate by program area the number of vocational-technical teachers under your administration and/or supervision who could benefit from professional improvement in the area of Instruction-Execution. The performance elements listed below have been identified as basic to the area of Instruction-Execution.

INSTRUCTION - EXECUTION

	Agriculture Teachers
	Homemaking Teachers (useful)
	Distributive Education Teachers
	Health Occupation Teachers
	Office Occupation Teachers
	Trade & Industrial Teachers
	Homemaking Coop-Teachers
	Adult Home-Economics Teachers
	Home Economics Pre-Employment Lab Teachers
	Technical Education Teachers
	Occupational Teachers for Disadvantaged
	Distributive Pre-Employment Lab Teachers
	Vocational Teachers for Handicapped
	Occupational Orientation Teachers
	Allied Health Pre-Employment Lab Teachers
	C.V.A.E. Agriculture Pre-Employment Teachers
	Adult Vocational Education Teachers
	Manpower Instructors
	C.V.A.E. Home Economics Teachers
	C.V.A.E. Office Education

1. conduct field trips.
2. direct simulated activities.
3. conduct group supervised study.
4. direct students in applying problem-solving techniques.
5. present information by the project or job method.
6. direct student study of textbooks, bulletins, and pamphlets.
7. direct student study of information and assignment sheets.
8. direct students in preparing laboratory work or job plans.
9. provide students with opportunities to apply new information while under supervision of instructor.
10. introduce a lesson.
11. obtain summary for a lesson.
12. employ oral questioning techniques.
13. acknowledge student verbal and non-verbal cues or reactions.
14. enrich instruction to challenge the abilities of the abler student.
15. provide instruction so that students can progress at own rate of speed.
16. establish frames of reference to enable the student to understand a situation from several points of view.
17. present a concept or principle through a demonstration.
18. give a lecture.
19. give an illustrated talk.
20. use analogies to present information.
21. present information by the use of individualized instruction.
22. give an assignment.
23. present information with the assistance of a resource person.
24. present information with exhibits.
25. illustrate with models and real objects.
26. present information with audio-visual aids.

Please indicate by program area the number of vocational-technical teachers under your administration and/or supervision who could benefit from professional improvement in the area of Program Planning, Development, and Evaluation. The performance elements listed below have been identified as basic to the area of Program Planning, Development, and Evaluation.

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

	Agriculture Teachers
	Homemaking Teachers (useful)
	Distributive Education Teachers
	Health Occupation Teachers
	Office Occupation Teachers
	Trade & Industrial Teachers
	Homemaking Coop-Teachers
	Adult Home-Economics Teachers
	Home Economics Pre-Employment Lab Teachers
	Technical Education Teachers
	Occupational Teachers for Disadvantaged
	Distributive Pre-Employment Lab Teachers
	Vocational Teachers for Handicapped
	Occupational Orientation Teachers
	Allied Health Pre-Employment Lab Teachers
	C.V.A.E. Agriculture Pre-Employment Teachers
	Adult Vocational Education Teachers
	Manpower Instructors
	C.V.A.E. Home Economics Teachers
	C.V.A.E. Office Education

1. collect occupational data from employers to identify vocational education needs.
2. identify the role and function of the advisory committee.
3. assist in the identification of the vocational education purposes and objectives for the school.
4. identify the competencies needed for entry into an occupation.
5. describe the occupational standards of performance for each task in an occupation.
6. assist in writing general objectives for courses offered in the vocational education program.
7. identify knowledge and attitudes required for the performance of each occupational task included in a course.
8. write student performance goals for vocational education courses.
9. consult advisory committee in developing a long-range program plan for vocational education.
10. analyze long-range course needs for the vocational education program.
11. specify long-range facility, equipment, and supply needs for the vocational education program.
12. assist in preparing the long-range program plan for vocational education in the school.
13. maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.
14. determine the reasons students drop out of the vocational program.
15. assess the relevancy of the vocational course offerings.
16. assess the adequacy of the vocational education facilities and equipment relative to technological changes.
17. disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.

Please indicate by program area the number of vocational-technical teachers under your administration and/or supervision who could benefit from professional improvement in the area of Guidance. The performance elements listed below have been identified as basic to the area of Guidance.

GUIDANCE

	Agriculture Teachers
	Homemaking Teachers (useful)
	Distributive Education Teachers
	Health Occupation Teachers
	Office Occupation Teachers
	Trade & Industrial Teachers
	Homemaking Coop-Teachers
	Adult Home-Economics Teachers
	Home Economics Pre-Employment Lab Teachers
	Technical Education Teachers
	Occupational Teachers for Disadvantaged
	Distributive Pre-Employment Lab Teachers
	Vocational Teachers for Handicapped
	Occupational Orientation Teachers
	Allied Health Pre-Employment Lab Teachers
	C.V.A.E. Agriculture Pre-Employment Teachers
	Adult Vocational Education Teachers
	Manpower Instructors
	C.V.A.E. Home Economics Teachers
	C.V.A.E. Office Education

1. maintain an open door policy for student consultation.
2. develop constructive working relationships among students.
3. encourage students to discuss career aspirations.
4. demonstrate a regard for and an interest in the students as individuals.
5. demonstrate personal concern for the student and his family.
6. conduct a conference for counseling a student.
7. encourage two-way communication during a conference with a student.
8. assist students in developing good study habits.
9. recognize potential problems of students.
10. assist students in determining ways to best describe their saleable skills.
11. work with other teachers and counselors to help students with individual problems.
12. arrange with guidance counselor for administration and interpretation of personality, aptitude, and intelligence tests for specific students.
13. refer students to qualified personnel agencies for occupational and educational information.
14. establish communication patterns for exchanging information and for cooperating with the guidance counselor.
15. present information to students on employment opportunities.
16. present information to students on post-high school training and educational opportunities available to them.
17. write letters of recommendation for students.
18. assist graduates or seniors in preparing for interview with potential employers.
19. assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.

Please indicate by program area the number of vocational-technical teachers under your administration and/or supervision who could benefit from professional improvement in the area of Management. The performance elements listed below have been identified as basic to the area of Management.

MANAGEMENT

	Agriculture Teachers
	Homemaking Teachers (useful)
	Distributive Education Teachers
	Health Occupation Teachers
	Office Occupation Teachers
	Trade & Industrial Teachers
	Homemaking Coop-Teachers
	Adult Home-Economics Teachers
	Home Economics Pre-Employment Lab Teachers
	Technical Education Teachers
	Occupational Teachers for Disadvantaged
	Distributive Pre-Employment Lab Teachers
	Vocational Teachers for Handicapped
	Occupational Orientation Teachers
	Allied Health Pre-Employment Lab Teachers
	C.V.A.E. Agriculture Pre-Employment Teachers
	Adult Vocational Education Teachers
	Manpower Instructors
	C.V.A.E. Home Economics Teachers
	C.V.A.E. Office Education

1. compile a list of supplies needed for the academic year.
2. identify new tools and equipment needed in a vocational course for the academic year.
3. recommend reference books and periodicals related to vocational education that should be added to the library.
4. prepare a capital outlay budget proposal for new equipment needed in a vocational course.
5. plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.
6. prepare a budget for estimated travel expenses incurred in vocational activities.
7. arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements in a course.
8. prepare purchase request for approved vocational equipment and supplies.
9. supply administrators with data for vocational reports required by the state department of education.
10. devise a system for maintaining occupational information and opportunity data for use by vocational students.
11. devise a filing system for instructional materials.
12. uphold school standards of expected student behavior.
13. formulate with students acceptable standards of behavior in vocational classrooms and laboratories.
14. uphold acceptable standards of student behavior in vocational classrooms and laboratories.
15. carry out approved disciplinary action when warranted.
16. encourage students to exercise self-discipline.
17. control outbursts of fighting and agressive behavior.
18. maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.
19. arrange for the storage and security of vocational supplies and equipment.
20. control heat, light, and ventilation in vocational laboratories and classrooms.

Please indicate by program area the number of vocational-technical teachers under your administration and/or supervision who could benefit from professional improvement in the area of Instruction-Evaluation. The performance elements listed below have been identified as basic to the area of Instruction-Evaluation.

(below: School-Community Relations)

	Agriculture Teachers	Homemaking Teachers (useful)	Distributive Education Teachers	Health Occupation Teachers	Office Occupation Teachers	Trade & Industrial Teachers	Homemaking Coop.-Teachers	Adult Home-Economics Teachers	Home Economics Pre-Employment Lab Teachers	Technical Education Teachers	Occupational Teachers for Disadvantaged	Distributive Pre-Employment Lab Teachers	Vocational Teachers for Handicapped	Occupational Orientation Teachers	Allied Health Pre-Employment Lab Teachers	C.V.A.E. Agriculture Pre-Employment Teachers	Adult Vocational Education Teachers	Manpower Instructors	C.V.A.E. Home Economics Teachers	C.V.A.E. Office Education

INSTRUCTION - EVALUATION

1. establish criteria for evaluating student performance.
2. consider cumulative data on students' ability and achievement in evaluating performance.
3. formulate a system of grading consistent with school policy.
4. appraise students' products according to performance standards of the occupations.
5. appraise students' performance in relation to instructional goals.
6. evaluate individualized related assignments completed under directed study.
7. evaluate student-learner's work qualities, personal traits, and progress on the job.
8. devise self-evaluation techniques for use by students.
9. engage in cooperative evaluation of student's achievement with student.
10. determine grade for performance for on-the-job and related instruction.
11. interpret students' evaluation of instruction.
12. formulate items for objective tests.
13. formulate completion test items.
14. administer teacher-made tests.
15. analyze tests for validity.
16. analyze tests for reliability.

SCHOOL - COMMUNITY RELATIONS

1. provide brochures to inform the school and community of the vocational program.
2. provide displays in the school and in the community on the vocational program.
3. express a philosophy consistent with that of the vocational staff.
4. speak to school and community groups on the vocational program.
5. conduct an open house to familiarize members of the school and community with activities of the vocational program.
6. serve in professional non-vocational organizations to improve the image of the vocational program.
7. obtain informal feedback on the vocational program through contacts with individuals in the school and community.
8. maintain working relationships with the school supporting staff through cooperation and mutual effort.

Please indicate by program area the number of vocational-technical teachers under your administration and/or supervision who could benefit from professional improvement in the area of Professional Role and Development. The performance elements listed below have been identified as basic to the area of Professional Role and Development.

PROFESSIONAL ROLE AND DEVELOPMENT

	Agriculture Teachers
	Homemaking Teachers (useful)
	Distributive Education Teachers
	Health Occupation Teachers
	Office Occupation Teachers
	Trade & Industrial Teachers
	Homemaking Coop-Teachers
	Adult Home-Economics Teachers
	Home Economics Pre-Employment Lab Teachers
	Technical Education Teachers
	Occupational Teachers for Disadvantaged
	Distributive Pre-Employment Lab Teachers
	Vocational Teachers for Handicapped
	Occupational Orientation Teachers
	Allied Health Pre-Employment Lab Teachers
	C.V.A.E. Agriculture Pre-Employment Teachers
	Adult Vocational Education Teachers
	Manpower Instructors
	C.V.A.E. Home Economics Teachers
	C.V.A.E. Office Education

1. identify current trends of the teaching profession.
2. promote the attainment of the goals and objectives of the teaching profession.
3. express a professional philosophy relevant to the basic goals of teaching.
4. evaluate periodically his educational philosophy in relation to that held by a majority of other members of the teaching profession.
5. exchange observational visits, innovations, and ideas with other teachers.
6. maintain ethical standards expected of a professional educator.
7. support professional organizations through membership and attendance at meetings.
8. serve professional organizations as an officer and/or chairman or member of a committee.
9. represent the teaching profession as a committee member or delegate to meetings and activities of other professions.
10. assist teachers who are new in the system to understand the policies and regulations of the school.
11. work with a team of professionals from school and/or community on pertinent school problems.
12. serve community needs by contributing professional expertise to civic projects.
13. evaluate his personal and professional abilities and limitations.
14. select the position which is in keeping with his personal and professional abilities and limitations.
15. maintain professional certification through enrolling in graduate, extension, and in-service education programs.
16. expand educational background and leadership potential by achieving advanced degrees.
17. acquire new occupational skills needed to keep pace with technological advancement in his teaching field.
18. up-date his professional personnel file regularly.